

Crosswalk Directions:

2007 MLR to 1997 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard, performance indicator, or descriptor of the 2007 MLR can be found in the 1997 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer “no”, please respond only to questions 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard, performance indicator, or descriptor of the 2007 MLR can be found in the standards or performance indicators of the 1997 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), or A1, 2 (standard A, performance indicators1 and 2).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 2007 MLR can be found at the same grade span in the 1997 MLR. If “no”, indicate the grade span where the performance indicator is found in the 1997 MLR. As an example, a performance indicator found in 6-8 in the 2007 should be considered to be at a different grade span if it is found at 5-8 in the 1997 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

World Languages CROSSWALK: 2007 MLR to 1997 MLR	CONTINUITY			WHERE is it found? (Standard, PI)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?
	Is it in the 1997 standards?	Is the CONCEPT/IDEA the same?	Is the WORDING the same?				
NOTE: Throughout the standards for World Languages, the sequence of performance indicators is based on a K-12 sequence of study of mainly cognate languages. Students studying additional languages and/or a non-cognate language will not be able to reach the highest level performance indicators (9-Diploma) without additional immersion type experiences or a heritage language background.							
A. <u>Communication</u> : Students communicate in the target language.	Y	Y	P- broader & less specific than 1997	A, B, C, D	N.A.	2, 3, 4	1, 2, 3, 4
A1 Interpersonal							
PK-2 PERFORMANCE INDICATOR							
Students engage in simple interactions to provide and obtain information using single words or learned phrases. <u>Modern and Classical</u>	Y	Y	N	A1, A2, A3	Y	2, 3	2, 3
a. Use some culturally and age appropriate courtesy expressions. (L)	Y	Y	N	A3	Y	2, 3	3
b. Participate in brief guided exchanges related to likes and dislikes. (L)	Y	Y	P - defined length, omits needs	A2	Y	2	3
c. Make age-appropriate introductions of classmates, family members, and friends.	Y	Y	N	A3	Y	2, 3	2, 3
d. Ask and answer simple learned questions. (L)	Y	Y	P - broader & less specific than 1997	A1	Y	2	2
3-5 PERFORMANCE INDICATOR							
Students engage in simple conversations to provide and obtain information using learned phrases and simple sentences. <u>Modern and Classical</u>	Y	Y	N	A1, A2, A3, A4, A5	N	2, 3	2,3
a. Recognize and use appropriate forms of address and courtesy expressions in a variety of situations. (L)	Y	Y	N	A4, A5	N	2, 3	1, 3

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b. Ask and answer simple questions regarding familiar activities.	Y	Y	P - specificity regarding questions	A5	N	2, 3	2, 3
c. Give and respond to simple oral/signed directions and commands, and make routine requests in the classroom. (L)	Y	Y	P - includes commands and directions, specifies classroom environment	A4 (also A2 in 5-8 span)	N	2, 3	2, 3
<u>Modern only</u>							
d. Participate in brief guided conversations related to needs, interests, likes, dislikes, and states of being.	Y	Y	N	A1, A3	N	2, 3	2, 3
e. Express basic agreement and disagreement.	N						2, 3
6-8 PERFORMANCE INDICATOR							
Students engage in simple conversations to provide and obtain information, and to express feelings and emotions by creating simple sentences and/or strings of sentences. Modern Language students use pronunciation and intonation patterns, or appropriate facial expressions and non-manual markers (ASL) that are comprehensible to speakers accustomed to interacting with language learners.	Y	P - more specificity, including delivery	P - only a few words, e.g. information, strings of sentences	A1, A2	N	2, 3	2, 3
<u>Modern and Classical</u>							
a. Ask and answer a variety of questions on familiar topics using sign language or orally and in writing.	Y	P- expanded topics and inclusion of writing	P - expanded topics and inclusion of writing	A5 (3-4 span)	N	2, 3	2, 3
<u>Modern only</u>							
b. Participate in conversations on a variety of everyday topics and to meet personal needs. (L)	Y	P - focus on needs instead of events	N	A1	N	2, 3	2, 3
c. Give and respond to directions and commands using sign language or orally and in writing. (L)	Y	Y	P - specifies both oral and written, includes responding	A2	N	2, 3	2, 3
<u>Classical only</u>							
d. Exchange information in writing about familiar topics. (L)	Y	Y	P - specifies writing, no mention of personal events	A1	N	2, 3	2, 3
9 - Diploma PERFORMANCE INDICATOR							
Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Modern Language students use pronunciation and intonation patterns, or appropriate facial expressions and non-manual markers (ASL) that would be comprehensible to a native speaker accustomed to interacting with language learners.	Y	P- less specified content, includes expressing opinions, more specificity in delivery	N	A3	Y	3	3, 6 (low end)
<u>Modern only</u>							
a. Interact in a variety of social situations.	N						3
b. Provide and exchange detailed information on familiar topics using sign language or orally and in writing.	Y	P - content is familiar topics instead of events (1997)	P - specifies oral and written, no events	A3	Y	3	3

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c. Describe and explain states of being and feelings using sign language or orally and in writing.	Y	P- addition of explaining, states of being, specifies both oral and written	N	A3 (3-4 span)	N	2	2
d. Express agreement and disagreement using sign language or orally and in writing, supporting opinions with simple reasoning. <u>Classical only</u>	N						3, 4, 6
e. Exchange information in writing on identified topics. (L)	Y	Y	P-specifies writing, topics less specific than in 1997	A3	Y	3	3
A2 Interpretive							
PK-2 PERFORMANCE INDICATOR							
Students comprehend and respond to simple spoken/signed language in a classroom setting. <u>Modern and Classical</u>	Y	Y	N	B1, B4	Y	1, 2	2
a. Respond to simple oral/signed directions, commands, and routine requests in the classroom. (L)	Y	Y	P- specifies oral, adds routine requests	B1	Y	1	1
b. Demonstrate comprehension of oral/signed descriptions by identifying people and objects. (L)	Y	Y	N	B4, B5	Y	1, 2	2
3-5 PERFORMANCE INDICATOR							
Students comprehend and respond to simple signed or spoken and written language in familiar contexts. <u>Modern only</u>	Y	Y	N	B1, B2, B3, B4, B5	N	1, 2	2
a. Comprehend isolated words, phrases and simple sentences in familiar print materials. (L)	Y	P - includes words and phrases, broader context for print materials	N	B5	N	2	2
b. Respond to simple written directions. (L)	Y	Y	P - "simple" instead of "1- and 2-step"	B4	N	2	2
c. Respond to oral/signed directions, commands, and routine requests. (L)	Y	Y	P - specifies oral/signed, adds routine requests, omits brief messages	B1	N	2	2
d. Demonstrate comprehension of oral/signed and written descriptions by identifying people and objects. (L) <u>Classical only</u>	Y	P- includes specific type of required evidence, broader context of "descriptions"	N	B5	N	2	2
e. Identify people and objects based on written descriptions.	N						1
f. Demonstrate comprehension of simple texts.	Y	P - "texts" are less specific, 1997 includes "conversations:	N	B5	N	2	2
6-8 PERFORMANCE INDICATOR							
Students comprehend and respond to brief conversations, narratives, and recorded material in familiar contexts. <u>Modern and Classical</u>	Y	Y	N	B1, B7, B8, B9	N	1, 2	1, 2
a. Demonstrate comprehension of short narrative texts. (L) <u>Modern only</u>	Y	Y	N	B7	N	2	2

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b. Identify main ideas, topics, and some details from simple signed or oral and written texts or passages. (L)	Y	P - broadens the concept of texts and passages	N	B4, B6, B7, B9	N	1, 2	1, 2
<u>Classical only</u>							
c. Identify main ideas, topics, and some details from simple written texts.	Y	P - broadens the concept of texts	P - some specific words are not the same	B4, B6, B7	N	1, 2	1, 2
9 - Diploma PERFORMANCE INDICATOR							
Students comprehend and respond to conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.	Y	P - broadens the concept and includes increased length and complexity	N	B1, B2, B3, B4, B5	Y	2	2
<u>Modern and Classical</u>							
a. Identify main ideas, topics and some specific information in a variety of authentic written/signed materials. (L)	Y	P - broadens the concept of texts to include authentic materials	P - broadens concept of specific texts to a variety of authentic materials, identify instead of demonstrate understanding/comprehension	B3, B4	Y	1, 2	1, 2
<u>Modern only</u>							
b. Demonstrate comprehension of authentic short narratives and/or films. (L)	Y	P - defines specific text type and adds films, source must be authentic	N	B3	Y	2	2
c. Identify main ideas, topics and some specific information in a variety of authentic oral/signed materials. (L)	Y	Y	N	B1, B2, B5	Y	2	2
<u>Classical only</u>							
d. Demonstrate comprehension of authentic texts.	Y	P - broadens concept of texts and includes reference to grammar and syntax, source must be authentic	N	B3, B4	Y	2	2
e. Interpret the author's use of literary devices evident in prose and poetry.	N						3
A3 Presentational							
PK-2 PERFORMANCE INDICATOR							
Students use memorized words or phrases and visuals in short oral/signed presentations.	Y	P - specified length and memorized material for this grade span, doesn't include written presentations	N	C	N.A.	3	3
<u>Modern and Classical</u>							
a. Provide simple descriptions of people, places, and objects.	N						2
3-5 PERFORMANCE INDICATOR							
Students use phrases and simple sentences in rehearsed signed or oral and written presentations on familiar topics.	Y	P - includes use of phrases and the element of rehearsal, requires both oral and written	N	C1,C2, C3	N	3	3
<u>Modern and Classical</u>							
a. Write/sign familiar words and phrases, and short messages, descriptions or simple poems.	Y	P - specifies types of written products, doesn't include oral component	N	C3	N	3	3
<u>Modern only</u>							

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b. Provide simple signed or oral and written descriptions of people, places, and objects.	Y	P - more specific content	N	C3	N	3	3
c. Present very simple short plays/ skits and/or very simple short written texts.	Y	P - more specific content although undefined discourse length	N	C3	N	3	3
<u>Classical only</u>							
d. Read aloud from an adapted text.	N						2
6-8 PERFORMANCE INDICATOR							
Students use simple sentences and strings of simple sentences to produce short signed or oral and written presentations based on familiar topics with some accuracy in form and pronunciation.	Y	P - more specificity	N	C	N.A.	3	3
<u>Modern only</u>							
a. Write/sign messages using a prescribed, culturally appropriate format. (L)	Y	P - narrower focus and format	N	C1	N	3	3
b. Produce and present simple creative works using sign language or orally and in writing.	Y	P - less specificity	N	C2, C3	N	3	3
c. Convey personal preferences or information pertaining to everyday life using sign language or orally and in writing. (L)	Y	P - undefined length	N	C2 (3-4 span)	N	2	2, 3
<u>Classical only</u>							
d. Create written products based on a given topic. (L)	Y	Y	N	C1, C3	N	3	3, 5
e. Read aloud from adapted texts with appropriate intonation and pronunciation. (L)	N						2
9-Diploma PERFORMANCE INDICATOR							
Students express their own thoughts to describe and narrate in signed or oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that would be understood by native speakers accustomed to interacting with language learners.	Y	P - less specificity of content, addition of accuracy statement	N	C1, C2, C4, C6	Y	2, 3, 5, 6	2, 3
<u>Modern and Classical</u>							
a. Read authentic passages aloud with appropriate pronunciation, phrasing and intonation. (L)	N						1
<u>Modern only</u>							
b. Relate orally/using sign language a story about a personal experience or event. (L)	N						3
c. Paraphrase and/or summarize texts in sign language or orally and in writing using a presentational format.	Y	Y	P - much less specificity	C1, C7	Y	2, 3	2, 3
d. Write/sign brief narrative and expository/informational compositions. (L)	Y	Y	P - broader definitions of required products	C2, C4, and C3 (5-8 span)	Y/N	2, 3	2, 3
e. Give oral/signed presentations on familiar subjects related to a culture(s) where the target language is spoken. (L)	P - reference to oral presentations in standard, no specific content	P - inclusion of specific required content of presentations	N	C	N.A.	3	3
<u>Classical only</u>							

f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.	Y	Y	N	C1	Y	2, 3	2, 3
A4 Language Comparisons							
PK-2 PERFORMANCE INDICATOR							
No performance indicator.							
3-5 PERFORMANCE INDICATOR							
Students recognize a variety of similarities and differences between the target language and their own.	Y	P - broader, allowing for more options	N	D1, D2	N	1	1
<u>Modern and Classical</u>							
a. Recognize word borrowings and cognates among languages.	Y	Y	N	D1	N	1,2	1
b. Recognize differences in the writing systems among languages. *		P - relationships among languages, including symbols P - more limited, specific focus	N	D1	N	1,2	1
c. Recognize some idiomatic expressions of the target language.	Y	Y	P - 1997 includes identification of idioms in one's own language	D2	N	1	1
6-8 PERFORMANCE INDICATOR							
Students compare the target language with their own language in order to better understand language systems.	Y	P - comparing instead of discovering patterns	N	D	N.A.	2, 4	2, 4
<u>Modern and Classical</u>							
a. Compare basic grammatical structures and syntax between languages. (L)	N						2, 4
b. Compare idiomatic expressions between languages. (L)	Y	P - comparison instead of identification	N	D2 (3-4 span)	N	1	2, 4
c. Compare pronunciation systems between languages. * (L)		P - distinguish between instead of compare P - higher level of comparison	N	D1 (PK-2 span)	N	1	2, 4
d. Recognize that there are regional and/or historical variations in spoken/signed language.	N						1
e. Recognize connections between languages through the identification of cognates. (L)	Y	Y	N	D1 (3-4 span)	N	1, 21	1
9-Diploma PERFORMANCE INDICATOR							
Students use their understanding of the nature of language to enhance their communication in the target language.	N						3
<u>Modern and Classical</u>							
a. Compare grammatical structures and syntax between languages that are more complex than those in the 6-8 grade span.	Y	P - comparison instead of recognition and demonstration of knowledge, broader concept of grammar and syntax	N	D2	Y	1	2, 4

b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another. (L)	Y	Y	P - realm of vocabulary instead of discrete items	D1	Y	2	2
c. Use idiomatic expressions and/or proverbs in the target language. (L)	P - Identification of idioms only	P - use, including proverbs as an option	N	D2 (3-4 span)	N	1	3
d. Identify examples of vocabulary in English and the target language that convey different meanings in different contexts.	P - comparison which includes gestures and intonations	P - identification only, specifies vocabulary only yet includes more than one context	N	D3	Y	2, 4	2
B. <u>Cultures</u>: Students demonstrate an understanding of a culture(s) where the target language is spoken.	Y	Y	N	E	N.A.	2	2
B1 Practices and Perspectives							
PK-2 PERFORMANCE INDICATOR							
Students identify and imitate some basic culturally-appropriate practices.	N						2, 3
<u>Modern and Classical</u>							
a. Use culturally-appropriate courtesy expressions, and demonstrate greeting and leave-taking.	Y	Y	N	A3	Y	2, 3	2, 3
b. Recognize cultural differences including dress, mealtime practices, gestures, and/or celebrations.	Y	Y	P - specified practices and products are not the same, 1997 also includes similarities	E1, F1	Y	2	1
3-5 PERFORMANCE INDICATOR							
Students identify and demonstrate some basic culturally-appropriate practices of daily life.	Y	P - 1997 requires discussion and participation	N	E1, E2 (5-8 span)	N	2, 3	1, 2, 3
<u>Modern and Classical</u>							
a. Understand and use culturally- appropriate polite requests and courtesy expressions, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social situations.	Y	P - language must be "culturally appropriate"	N	A3 (PK-2), A2 (3-4)	N	2, 3	2, 3
b. Recognize age-appropriate similarities and differences related to cultural practices of a culture(s) where the target language is spoken. (L)	P - specifies patterns of behavior only and requires discussion	P - broader context requiring only recognition	N	E1 (5-8 span)	N	2	1
6-8 PERFORMANCE INDICATOR							
Students describe perspectives of a culture(s) where the target language is spoken.	Y	P- connections between perspectives and behaviors/practices (1997)	N	F2 (5-8 span), E3 (9-12 span)	N	2, 4	2
<u>Modern and Classical</u>							
a. Describe examples of beliefs common to a culture(s) where the target language is spoken. (L)	Y	P- connections between perspectives and behaviors/practices (1997)	N	F2 (5-8), E3 (9-12)	N	2, 4	2, 4
b. Describe attitudes common to a culture(s) where the target language is spoken. (L)	N						2

9-Diploma PERFORMANCE INDICATOR							
Students identify and explain how perspectives are related to cultural practices of a culture(s) where the target language is spoken.	Y	P - requires comparison with one's own culture (1997)	N	E3, F4	Y	2, 4	2, 3, 4
<u>Modern and Classical</u>							
a. Identify and explain the reason for significant cultural practices of a culture(s) where the target language is spoken. (L)	Y	P - broader context for cultural practices	N	E3	Y	2	2
b. Discuss stereotypes associated with perspectives of a culture(s) where the target language is spoken. (L)	N						2, 4
c. Identify differences in cultural practices among peoples that speak the same language.	N						2
B2 Products And Perspectives							
PK-2 PERFORMANCE INDICATOR							
No performance indicator.							
3-5 PERFORMANCE INDICATOR							
Students identify products of a culture(s) where the target language is spoken.	Y	Y	P - specific examples included in 1997	E2 (PK-2 span)	N	1	1
6-8 PERFORMANCE INDICATOR							
Students identify objects used in daily life, works of art or historical artifacts that reflect the perspectives of a culture(s) where the target language is spoken.	P - only utilitarian products	P - broader concept, inclusion of perspectives	N	E3	N	2, 3	2, 4
9-Diploma PERFORMANCE INDICATOR							
Students explain how political structures, historical artifacts, literature and/or visual and performing arts reflect the perspectives of a culture(s) where the target language is spoken.	Y	P - more specific products and connections to perspectives	N	E1, F5	Y	2, 3, 4	2, 4
B3 Comparisons With Own Culture							
PK-2 PERFORMANCE INDICATOR							
No performance indicator.							
3-5 PERFORMANCE INDICATOR							
Students compare some common culturally-appropriate products and practices of daily life of a culture(s) where the target language is spoken to those of their own culture.	Y	P - broader than 1997, which was primarily specifically selected products	N	F1 (PK-2 span), F2 (3-4 span)	N	2	2
<u>Modern and Classical</u>							
a. Compare daily activities of their own lives to daily activities of individuals in a culture(s) where the target language is spoken. (L)	P - identification of broader realm of cultural practices and values	P - limited to daily activities, comparison instead of identification	N	F2 (5-8 span)	N	2	2

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b. Compare foods, celebrations, dress, and/or dwellings from a culture(s) where the target language is spoken with those of their own culture.	Y	P - comparison instead of identification (1997), inclusion of dwellings	N	F1 (PK-2)	N	2	2
6-8 PERFORMANCE INDICATOR							
Students compare perspectives related to products and practices of a culture(s) where the target language is spoken to their own cultural perspectives.	P - no products, limited perspectives, identification only	P - broader concept which includes comparison and is derived directly from perspectives	N	F2	N	2	2, 4
<u>Modern and Classical</u>							
a. Explain how verbal and non-verbal communication in a culture(s) where the target language is spoken differs from the students' own culture. (L)	P - non-verbal communication only	P - inclusion of both verbal and non-verbal communication, specifies 2 cultures only	N	F1	N	2	2
b. Recognize contributions of a culture(s) where the target language is spoken to life in the United States including foods, celebrations, dress and/or architecture.	Y	Y	N	F4	N	2	1
9-Diploma PERFORMANCE INDICATOR							
Students analyze products, practices, and perspectives to identify contributions of a culture(s) where the target language is spoken.	Y	P - analysis required instead of demonstration of understanding (1997)	N	F4, F5	N.A.	2	4
<u>Modern and Classical</u>							
a. Identify influential figures and explain their importance.	N						1,2
b. Explain the reasons for a variety of similarities and differences between students' own culture and that of the target language. (L)	N						2, 4
<u>Modern Languages only</u>							
c. Use the target language in a manner that would be considered appropriate by native speakers. (L)	N						3
C. Connections: Students expand their knowledge by connecting their study of a language(s) with other content areas.							
	Y	P - specifies the connections to other content areas	N	F	N.A.	1	3
C1 Knowledge of Other Content Areas							
PK-2 PERFORMANCE INDICATOR							
Students identify connections between the target language and/or a culture(s) where the target language is spoken and other content areas through their study of the target language. (L)	Y	P - broader concept of connections with content areas rather than discrete terms, concepts or products	N	F1, F2 (3-4 span)	N	2	2
<u>Modern and Classical</u>							
a. Identify numbers for counting.	Y	P - limited, math facts in 1997	N	F1	Y	2	1
b. Identify common greetings.	N						1

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3-5 PERFORMANCE INDICATOR							
Students identify connections between the target language and/or a culture(s) where the target language is spoken and other content areas. (L)	Y	P - broader concept of connections rather than discrete terms, concepts or products	N	F1, F2	N	2	2
<u>Modern and Classical</u>							
a. Identify common expressions and traditions.	P - expressions not included, traditions limited to holidays	P - commonalities instead of similarities & differences (1997)	N	F2 (3-4 span)	N	1	1
b. Identify examples of the visual/performing arts.	Y	P - identification instead of comparison in 1997	N	F2 (3-4 span)	N	2	1
c. Identify products important to livelihood of the people.	N						1
d. Identify the earth's major geographical features.	Y	P - geography is one example in list of concepts included in 1997	N	F1 (3-4 span)	N	2	1
6-8 PERFORMANCE INDICATOR							
Students apply information acquired in other content areas to further their knowledge and skills in the target language.	P - limited to understanding articles or videos in target language, application from target language classroom to other content areas	P - broader concept, application instead of understanding	N	F3	N	2	3
<u>Modern and Classical</u>							
a. Use the writing process learned in English Language Arts when writing for the target language class. * (L)	N						3
b. Apply research skills to further their knowledge in the target language.	N						3
c. Apply knowledge from other content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the language classroom. (L)	P - recognition of broader, non-specific connections	P - specific application of knowledge from specific content areas	N	F	N	1	3
9-Diploma PERFORMANCE INDICATOR							
Students use the target language to enhance their knowledge of other content areas.	P - only acquisition of information from written materials in the target language	P - broader application of target language usage for stated purpose	N	F1	Y	2	3
<u>Modern and Classical</u>							
a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.	N						2

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b. Provide examples of information gathered through target language resources that are used in other content areas. (L)	P - only acquisition of information from written materials in the target language	P - broader application of target language resources for stated purpose	N	F1	Y	2	2
C2 Distinctive Viewpoints							
PK-2 PERFORMANCE INDICATOR							
No performance indicator.							
3-5 PERFORMANCE INDICATOR							
Students recognize some distinctive viewpoints available only through sources from the target language and associated culture(s).	N						1
<u>Modern and Classical</u>							
a. Identify examples of simple narrative selections from a culture(s) where the target language is spoken.	P - specific identification of main ideas and principal characters in illustrated stories	P - broader concept of comprehension, identification of examples instead of main ideas and principal characters in 1997	N	B3	N	1	1
<u>Classical only</u>							
b. Identify information about the Roman/Greek world by reading passages with culturally authentic settings. (L)	N						1, 2
6-8 PERFORMANCE INDICATOR							
Students locate resources and identify ideas about a culture(s) where the target language is spoken, available only through sources in the target language and associated culture(s).	N						1, 2
<u>Modern and Classical</u>							
a. Access media or other authentic sources from the target language and a culture(s) where the target language is spoken to gain information and identify a cultural perspective different from the students' own viewpoints.	N						2, 3
9-Diploma PERFORMANCE INDICATOR							
Students describe ideas about the target language and associated culture(s) available only through sources from that culture(s) where the target language is spoken.	N						2, 3
<u>Modern and Classical</u>							

a. Interpret short prose, poetry or plays in the target language and of a culture(s) where the target language is spoken, and make connections to the viewpoints of the associated culture(s).	P - (very weak) strictly identification of main ideas and supporting details of informational texts (authentic not specified), no specific connection to culture	P - broader concept of interpretation of authentic materials and connections to culture	N	B4	Y	2	2, 3
b. Access selected magazines, newspapers, and electronic media in the target language for information about a culture(s) where the target language is spoken. (L)	P - With the exception of the broad language of the standard itself, the PI is strictly identification of main ideas and supporting details of informational texts (authentic not specified), newspaper listed as an option, no specific connection to target culture		N	B, B4	Y	1	2, 3
c. Identify viewpoints of a culture(s) where the target language is spoken, using primary sources including authentic entertainment media available to speakers of the target language. (L).	N						2, 3
D. <u>Communities</u>: Students encounter and use the language both in and beyond the classroom for personal enjoyment and lifelong learning.	N						3
D1 Communities							
PK-2 PERFORMANCE INDICATOR							
Students include family, friends or peers in activities using the target language.	N						3
3-5 PERFORMANCE INDICATOR							
Students demonstrate understanding and use of the target language and their knowledge of a culture(s) where the target language is spoken through community involvement.	N						2, 3
<u>Modern and Classical</u>							
a. Demonstrate use of oral/signed and/or written forms of the target language with family, friends, or peers. (L)	N						3
b. Participate in activities using the target language which can benefit the school or broader community. (L)	N						2, 3

c. Ask questions and share knowledge about various aspects of a culture(s) where the target language is spoken that demonstrate an interest in the target language and an associated culture(s).	Y	P - demonstrate interest instead of gaining insight (1997)	N	E	N.A.	2	2, 3
d. Access various aspects of a culture(s) where the target language is spoken available through online resources or in the community. (L)	N						3
6-8 PERFORMANCE INDICATOR							
Students use their knowledge of the target language to communicate with target language speakers to obtain information on familiar topics, and to gain understanding of diverse culture(s).	N						3
<u>Modern and Classical</u>							
a. Participate in and summarize school/community events related to the target language or associated culture(s).	N						3
b. Identify community and online resources useful for research in the target language or associated culture(s).	N						2, 3
c. Communicate with students of the target language.							
d. Describe language skills and cultural insights gained through real or virtual travel.	N						2, 3
9-Diploma PERFORMANCE INDICATOR							
Students apply their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21 st century.	N						3
<u>Modern and Classical</u>							
a. Interact with people either in the community or online who are involved in a variety of professions that use the target language.	N						3
b. Independently access a variety of target language sources for entertainment or personal growth.	N						3
c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).	N						2, 3
<u>Modern only</u>							
d. Communicate with target language speakers using the target language.	N						3
Standards, Pls, Descriptors NOT found in 1997 document: highlighted above							

% increase or decrease # of Standards	33% decrease						
% increase or decrease # of Performance Indicators	63% decrease						